DOCUMENT RESUME

ED 418 353 CG 028 372

AUTHOR Schatz, Mona Struhsaker; Zimmerman, Toni Schindler; Watson, Catherine

TITLE Changing Problem Behavior Using Solution Parenting.

INSTITUTION Colorado State Univ., Ft. Collins. Education and Research Inst. for Fostering Families.

SPONS AGENCY Colorado State Dept. of Human Services, Denver. Div. of Child Care.

PUB DATE 1996-06-00

NOTE 83p.; For related document, see CG 028 373.

CONTRACT STFC-96-1361

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Adult Education; At Risk Persons; *Behavior Modification; *Caregiver Child Relationship; Foster Children; *Foster Family; Parent Materials; *Parenting Skills; *Problem Solving; Professional Training; Social Services; Training Methods; Youth

ABSTRACT

Solution parenting is designed to provide both foster parents and caseworkers a new kind of parenting for difficult children and youth in placement. The specialized training program is for those who will teach solution parenting. Objectives for trainees include: (1) identify small, positive behavioral changes; (2) recognize and use pre-existing interpersonal strengths and resources of their own as well as those of their children or youth (a solution focused technique); and (3) identify problem-maintaining cycles and solution-maintaining cycles of behavior. A solution-focused parent (or caseworker) continually assesses the strengths of the child(ren) in the family and identifies their own strengths, recognizes challenges and behavioral problems in the child(ren)'s daily functioning and creates solutions using solution-focused techniques. Training segments include: (1) "A Focus on Solutions for Parenting"; (2) "Assumptions behind Solution Parenting"; (3) "Solution-Maintaining Cycles of Behavior"; (4) "Going for Small Changes"; (5) "If It Works, Don't Fix It"; and (6) "Creating Manageable Goals." Designed to accompany a one- or two-day training course, this manual may be used by both trainers and trainees. It containes detailed instructions for trainers, learning objectives, a glossary, charts and illustrations, resources and references, and an evaluation form. (EMK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 418 353

Education and Research Institute for
FOSTERING FAMILIES

A Specialized Training Program
Designed for
Human Services Workers
& Foster Care Parents

CHANGING PROBLEM BEHAVIOR

USING

SOLUTION PARENTING:

Mona Struhsaker Schatz, D.S.W.
Institute Director

Toni Schindler Zimmerman, Ph.D.
Project Faculty

Catherine Watson, M.S.
Consultant

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

June 1996

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

M. Schatz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Designed in consultation with
The Colorado Department of Social Services
Under Grant No. STFC 96-1361

CG028372

BEST COPY AVAILABLE

1996, Copyright pending, The Education and Research Institute for Fostering Families, Colorado State University. This material is prepared in collaboration with the Colorado Department of Human Services. All rights are reserved. No part of this manual may be reproduced or transmitted, in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the Institute Director.

ABOUT THE AUTHORS

Mona Struhsaker Schatz, D.S.W., Associate Professor in the Social Work Department, Colorado State University and also serving as Principal Investigator and Director of the Education and Research Institute for Fostering Families, a comprehensive family and child welfare training development project. Involved in social work and child welfare education; primary areas of expertise include:

(1) social work theoretical development in generalist perspective at initial and advanced levels,

(2) social work education and field education in social work,

(3) children's services and child welfare practice, child development and attachment disorder, and

(4) policy and practice issues in child welfare and families.

Areas of social work practice since 1972 include children and family services, home health care, and private practice. Since the early seventies, Dr. Schatz has worked in child welfare and children's services in Colorado and several other states. In the 1970's, she served as a foster parent. In the 1980's she served on Greene County Missouri's Permanency Planning Committee. She has served as a member of the Colorado Child Welfare Advisory Committee. Dr. Schatz also provides training to professionals in Eastern Europe, Asia, and Russia in family and child practice. She has published articles in Child Welfare and the Journal of Social Work Education, monographs, and several dozen original training manuals addressing the knowledge and skills to foster effective social work/human services practice and parenting.

Toni Schindler Zimmerman, Ph.D., is a Marriage and Family Therapist and an Assistant Professor at Colorado State University, Department of Human Development and Family Studies. Among her many professional activities, she has been researching parent training models, and teaching parenting since 1985. She is particularly interested in testing and teaching the model discussed in this module. Her belief is that self-esteem building in parenting is imperative and that Solution Parenting fosters such self-esteem.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

ABOUT THE AUTHORS

Catherine Watson, M.S., is a Marriage and Family Therapist and a member of the Board of Directors of Stonehorse Relationship Center in Ft. Collins, Colorado. She received her Masters of Science degree from the Marriage and Family Therapy Program at Colorado State University in 1992. Cathy has been teaching parenting classes since 1984, and working with Dr. Zimmerman teaching and researching in the area of parenting. She actively pursues her interest and pleasure in parenting with her own two children.

A Special Acknowledgement...

Marilyn MacIntyre, M.S., a Marriage and Family Therapist and member of the Board of Directors of Stonehorse Relationship Center in Fort Collins, Colorado, is responsible for initial development of the solution parenting model used in Charts D, E, and F.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for

FOSTERING FAMILIES

The **Education and Research Institute for Fostering Families**, located in the Department of Social Work at Colorado State University, is an education, training, and research center seeking to improve social work and human service practice with families, youth and children, particularly families and children at risk and challenged. Fostering Families's Institute works through the Colorado Human Services Training, Education and Research Consortium. This collaboration includes Colorado's Department of Human Services, other social work programs, and various training centers in Colorado.

This Institute serves as an umbrella organization for four programs: (1) a stipend pre-employment program for social work students, (2) a "core" worker training program in family casework practice, (3) a foster parent core training program, and (4) an extensive series of on-going in-service training programs. Begun in 1986, Fostering Families is deeply committed to serving families, children and youth. It does so through the development of highly successful, experiential training programs that offer the most current knowledge for the field and offering an opportunity to test out different practice skills and intervention strategies available for the varied jobs in this arena.

FOSTERING FAMILIES is a unique opportunity for caseworkers and foster care parents, to explore the many complex aspects of child welfare including child abuse and neglect, family support and preservation, permanency planning, adoption and foster care delivery.

FOSTERING FAMILIES is specially designed to meet the varying learning and educational needs of training participants. Each training session uses different teaching and learning approaches such as groups, role play, sculpting, discussion groups, and individual learning exercises.

FOSTERING FAMILIES is designed to foster "a partnership of skill" among the many professionals responsible for the quality care of families and children in distress. Each training program seeks to provide an increased level of competence that can be shared by the varied professionals who may be working with a family or child.

FOSTERING FAMILIES is offered, in specific levels, as continuing education credit and upper-division college class work in the Social Work Department done in concert with the Division of Continuing Education at Colorado State University.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for

FOSTERING FAMILIES

INSTRUCTIONS FOR TRAINERS

Since 1986, Fostering Families has successfully designed and delivered training programs to thousands of workers and substitute care providers in child welfare. We have created a set of principles which infuse our training programs and serve as a philosophic base. Depending on the training program, some of these principles are addressed directly while others are reinforced. It is important to summarize the principles as a background to these instructions for the trainer.

Principle 1: First, our work with families and children who are served by public social services and the child welfare system, is extremely difficult and almost always stressful. These families frequently live in what is often termed "the culture of social and familial violence." These families and children live in an almost constant state of uncertainty--experiencing great social and personal vulnerability, with few concrete resources to help them. By the time we see these at-risk families, they have experienced a great deal of tragedy, victimization, loss, social rejection, and defeat.

Principle 2: We recognize how difficult it is to deliver social work services in large, public bureaucracies, no matter how "nice" the individuals are. Bureaucracies are inherently cumbersome and often disregard the very people they should be serving, both their workers and their clients. Fostering Families believes we must be very attentive to these inherent flaws of bureaucracies and work intentionally toward minimizing these counter-productive effects. Training mirrors our environment(s); therefore, our training creates an environment and experiences that are validating and supportive of each participant. In training, we must repeatedly encourage efforts that build and sustain open communication and active problem-solving among all people. Attitudes such as blaming, and poor-me serve as self-fulfilling prophecies, and the resultant feeling of helplessness is draining and unproductive. Offering skills that improve communication, advocacy, networking, mediation, role clarification, team building, and professional relationships--helps build and foster effective practice.

Principle 3: A well of compassion and empathy must be built (brick by brick!) through the combination of daily practice, supervision, and training. We can not stay in this difficult work if we become strangled by our anger and disrespect to the people with whom we work. We are not in our positions and roles to punish families and children. The atrocities and horrors that meet families and children in poverty and

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

social violence can not be excused. Yet, caseworkers and substitute family environments, such as foster homes, are asked to look forward. Our job involves performing extensive assessments to identify where things are at the moment. Our job also requires us to repair what we can and fix what can be fixed. We must "make futures" for relinquished children and youth, etc. Our training must build our understanding, and most importantly, our skills to work effectively with these difficult families and children.

Purpose of the Manual

This training is built upon these principles. This training manual is a necessary tool for the trainer. In this section, we will describe how trainers can get the most out of this manual.

Serving equaily as the trainee's manual, this booklet is a rich, valuable resource for their future use and reference. Concepts, principles, knowledge, and skills central to the training are written in the manual. A great deal of supporting documentation is also provided. At times, we know a training program can neither give equal attention to all the concepts related to the topic, nor introduce each small detail tied to the area under consideration. Group training experiences rarely focus on mastery of minute details. The manual, however, gives added documentation--access to more in-depth information to the trainee for later reference. Trainees greatly appreciate these manuals and report referring to them regularly.

The training manual is designed for both the trainer and the trainee. In using this approach, we save both money and time. There is also certainly less needless duplication and confusion about what materials are needed by the trainer when going out the door for their training session. This approach supports our adult training model, and also creates a more egalitarian teaching environment, because the trainer and trainees have similar training materials.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

The Training Agenda and How to Organize the Training Session

1. Setting an Agenda

Use the *Table of Contents* as your training agenda. The only additions you will want to make are a "Welcome and Introductions" at the top of the page and decide where "breaks" need to be anticipated. Because you can select your time frame for delivering the training program, decide how much time you need for the different areas of the training. As a rule of thumb, consider that each Lecturette and its supporting materials require at least 30 minutes to two hours to deliver.

These training programs are designed as one or two-day training sessions. This meets the need expressed by many professionals, to receive training without losing a great deal of time from their work situations, often difficult for family and child welfare workers. Further, home providers such as group home workers, foster parents, proctor parents, and others can rarely take more than a day away from their home and families.

2. Welcoming and Introduction

The training program should begin with the *Welcome* and Introductions, giving each new trainee an opportunity to initiate their own process of contributing to and participating in the training. This is very important to fostering an atmosphere of joint learning with a higher level of trainee participation. Also, through the trainer's positive and receptive attitude, s/he can create an environment of trust and safety which goes a long way to optimizing the training process and maximizing the participant's growth and learning.

3. Training Competencies and Learning Objectives

After the introductions, present the *Training Competencies and Learning Objectives*. A valuable rule for trainers is to "tell people what you are going to teach them, then teach them, and end with a summary of what was taught." At this early point, the

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

trainer should leave an opportunity for trainees to add any "training agenda" items they feel are important during the training program. This models an empowering process for the trainees wherein they too can "construct" the learning process that they feel they need.

At times, the requests of trainees go beyond the training program as designed. This is okay. The trainer must simply acknowledge the interest of the trainee, pointing out that the training will probably not be capable of delving in the specific area requested. This approach also helps trainers assess if "unique" issues exist that may be related to a geographic area, a local program, etc., or whether a trainee has a personal issue that may potentially distract the learning experience.

4. Training Content

The *training content* that must be delivered by the trainer(s) is provided in the *Lecturettes*. The trainer must be very comfortable and knowledgeable about the material provided in each Lecturette. These training programs are also designed for a training team including a professional social work trainer and a foster parent co-trainer. This approach illustrates the valuable contributions of substitute providers who often spend a great deal of time with children in their home, and who often face problems that do not have easy solutions.

The training program is designed for adult learners. Therefore, in initiating the learning process, use of "lecture-to-the-audience" is limited. No Lecturette area should require more than 20 to 30 minutes of this talking to an audience style. Rather, the training exercise(s) in the manual serve to initiate the learning process. The use of ***exercises, videos, case vignettes, boxes, and discussions*** foster the teaching process as well as reinforcing central training objectives.

When presenting material in the Lecturettes, supporting *charts* exist that summarize the key principles, concepts, and points. The trainer can invite the trainees to "follow along" on a chart. These charts are very useful to keep the trainer focused. They are easy to read and allow the trainer the needed "notes" for delivering a portion of the training in its entirety.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Though this training program is thorough in its presentation of central principles, concepts, skills, and supporting materials, the trainer(s) must have qualifications that include a strong practice background in child and family practice. This is a very important. It is, in fact, where the material in the Lecturettes becomes grounded in reality and relevance to the trainee. This is also the juncture where the trainer makes the training come alive. It is accomplished by the integration of trainer's own experience which--uniquely personalizes to the specific needs of *this* audience. The trainer's unique experiences infuse a personal and timely energy into the teaching process.

The training manual is designed so trainees have everything they need in the manual including paper to write on! The left hand side of the Lecturette sections provides the central ideas relevant to the learning area. The right side inserts instructions for when to introduce training exercises, videos, group discussions, etc. The right hand side of the manual also offers space for trainees to take notes and, importantly, for the trainer to make their own notes. Worksheets often exist for an exercise so time is not wasted in handing out materials once the training experience has begun.

5. Written Evaluation

Each manual also includes a *written evaluation*, asking in essence, if the training competencies and objectives were adequately delivered. This strategy is used as an initial accountability assessment. It determines if the training as designed was in fact delivered to the satisfaction of the trainees. It is not possible, in one or two day formats to evaluate much beyond this point without using pre- and post-evaluative tools or other forms of behavioral evaluation which can assess improved practice competence.

Following these guidelines can best optimize the likelihood of creating a highly effective training for every participant!

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for

FOSTERING FAMILIES

INTRODUCTION

The Education and Research Institute for Fostering Families is a specialized child welfare, adoption and foster care training program. Various important learning concepts related to families, youth and children are explored *within* the context of services to families and children and protective services more specifically. By paying particular attention to the multiple environments within which we work, Fostering Families' training is highly innovative and relevant for public and private sector caseworkers, case aides, and foster parent providers including group and residential care specialists. Fostering Families is also unique because faculty and foster parent training staff receive regular input from different parts of the social services system and from foster parent providers who work daily--to meet the needs of children *in out-of-home placement* and *at risk of removal from the family-of-origin*.

A primary goal of the training program is to examine different issues and intervention models in a relatively small group training experience. Each training program provides information that increases our understanding about the knowledge, concepts, and ideas that undergird specific aspects of practice and the skills to improve:

(1) the assessment and placement process with families and children at risk of placement, or involvement in a family preservation program,
(2) the overall case planning, monitoring and supervising process, and
(3) the recruitment and retention of foster homes and other out-of-home providers.

Foster parents and caseworkers learn collaboratively in each session. Each training module is designed to motivate participants to go beyond transmission of information to training opportunities created so that trainees can apply concepts either in role play situations, small group experiences, group discussions, and/or through individual activities. Participants are given the opportunity to integrate their learning through discussion and group experiences. Training sessions are scheduled regularly throughout the year and are each one-day sessions. To achieve high accessibility for foster parent providers, training sessions are often held on weekends. To afford access to caseworkers, sessions are also scheduled on weekdays. Each week training sessions are held throughout the urban, suburban and rural areas of the State.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

x

Today, family experts recognize that family cycles and patterns contribute to and maintain the behaviors in homes--good and not so good, for each of the members. Recognizing these patterns or cycles and learning how to interrupt them is a viable approach to changing difficult patterns in families. ***Solution Parenting*** is designed to:

(1) help foster parents understand and recognize cycles or patterns of behavior that may occur between parents and children and

(2) help caseworkers teach and support foster parents in their parenting process.

Underlying these goals, foster care must identify workable solutions to parenting difficult children. Hopefully, parents can gain skills that decrease failed foster care placements.

Solution parenting or "solution-focused parenting" are terms used interchangeably in this training. Solution-focused parenting helps foster parents and other substitute or surrogate caretakers to identify and make use of their own existing strengths and resources for problem solving, interrupting, and ending faulty cycles and patterns between themselves and their children. Solution-focused parenting is a parenting strategy that caseworkers can use when helping foster families who are struggling with a child or youth's difficult behaviors.

Solution-focused parenting is based on the work and theories of marriage and family therapists such as Steve de Shazer (1985), William O'Hanlon and Michelle Weiner-Davis (1989), Michael White and David Epston (1990). The techniques used in solution-focused parenting were originally used in family therapy sessions. M. Selekman (1991) then adapted this therapy to use in parent education programs. Zimmerman and Watson have further refined this work at Colorado State University through the development of a new parenting course being tied to their research in this area.

In the training session, it is unlikely that the entire manual will be equally addressed. ***We recommend trainees read the manual soon after a training session. We have been told by program graduates, that this helps greatly in gaining a full understanding of the issue at hand.***

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

We welcome you to this Fostering Families training session. We encourage you to participate fully in the training; ask questions that help you (and others) in this interesting and challenging learning opportunity. Colorado State allows participants opportunity to gain university credit. The training instructor will review procedures for applying for credit.

The best advice we can offer to work with today's agenda is to feel comfortable asking questions, where helpful, get a relaxed as possible, and enjoy yourself!!

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

TABLE OF CONTENTS

Page

About the Authors ii

Frontice iv

Instructions for Trainers v

Introduction x

Table of Contents xiii

Learning Objectives 1

Glossary of Terms 2

Lecturette #1: A Focus on Solutions for Parenting 3

Overhead #1: "Parent's believe 4

Overhead #2: "Although it seems obvious 6

Chart A: Factors Influencing the Parenting Process 7

Lecturette #2: Assumptions Behind Solution Parenting 13

Overhead #3: "Solution-focused parents 13A

Chart B: Assumptions of Solution Parenting 15

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

TABLE OF CONTENTS

Page

Lecturette #3: Solution-Maintaining Cycles of Behavior 21

Overhead #4: "Parents need to take time 21A

Figure 1: Solution Parenting 22

Chart C: Solution Parenting 24

Chart D: Billy 26

Chart E: Shelly 28

Exercise 1: Identifying the Child's Positive Behavior 30

Chart F: Communication Style 32

Lecturette #4: Going for Small Changes 33

Chart G: Identifying Problematic Behaviors 35

Chart H: Studying Problem Cycles 36

Figure 2: Converting the Problem Cycle 38

Chart I: Cycle Stoppers 41

Exercise 2: Cycle Stoppers 42

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

TABLE OF CONTENTS

Page

Lecturette #5: If It Works, Don't Fix It 44

Exercise 3: If It Works 46

Lecturette #6: Creating Manageable Goals 47

Exercise 4: Creating Change 48

Chart J: A Solution Parent 53

Suggested Resources 54

References 56

Application for Partial Credit or Continuing Education Units 57

Assignment for Partial Credit 58

Evaluation of Learning 59

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

LEARNING OBJECTIVES

Solution Parenting is designed to provide both foster parents and caseworkers with a new approach to parenting the often difficult children and youth in placement. In this module, we hope these new skills will contribute to improved foster care retention, treatment planning, and case monitoring for workers and foster parents.

Specific objectives for this training session include:

1. To teach foster parents and caseworkers how to identify small, positive behavioral changes as a part of a parenting process with children or youth in out-of-home placements.

2. To give foster parents and workers a ***solution-focused technique***--to help them identify and use pre-existing interpersonal strengths and resources of their own--as well as those of their children or youth.

3. To identify problem-maintaining cycles of behavior and solution-maintaining cycles of behavior.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for

FOSTERING FAMILIES

GLOSSARY OF KEY TERMS

family	a primary social grouping whose members are related by blood, adoption, marriage, or common residence--where the members have mutual and reciprocal processes that seek to enhance the functioning and socialization of all members
family system	implies that a family is a dynamic, interconnected, interactive group of individuals; the unit operates with boundaries, rules, roles, styles of behavior, and patterns
problem behavior	a person's way of interacting with others or with him or herself, where the behavior is either harmful to him/herself or others, or socially unacceptable, or inappropriate to a person's age and age-related functioning
problem cycle	a set or defined pattern of behavioral or cognitive responses to a problem which has become an ineffective, repetitive pattern
solution-focused	a parenting method which involves identifying both what ***works*** and what ***does not work*** in helping a child or teen to change their inappropriate behaviors; parents work to bring about change by--using ***new actions on their part,*** which in turn--create new responses in the child
solution cycle	1) process of locating behaviors that work; and 2) providing support and maintenance for what works--while encouraging changes from problem behavior--to positive behavior
self-esteem	emotional disposition related to how a person feels about him/herself, and about him/herself ***in relation to others***
assumptions	ideas or beliefs which are taken for granted or serve as "givens" to a situation or way of being

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

A FOCUS ON SOLUTIONS FOR PARENTING
Lecturette #1

Families, such as foster homes or proctor homes, who provide a family environment to children and youth--not their own, by adoption or birth--often face unique parenting challenges. Parenting these youth is not the same as parenting biological or adoptive children. Though all parents need good skills to parent well, parenting children in temporary care is especially demanding. And, as caseworkers work with fostering families, these workers need a set of tools that enhance the parenting capacities of these substitute families. The goal of all parenting is to help children grow and thrive. Whether the children or youth in foster homes are temporarily placed in a home or brought into the family for a permanent home life, these youth need parenting that helps them mature so they can function well in their communities. **Solution parenting** offers a way for parents to consider how they bring about changes needed by these children.

The Way We Parent

At times, parents feel that they *constantly* have problems with their child(ren), and that their child(ren) is(are) *unwilling* to change. Often, parents think that their child's problem behaviors would be decreased or resolved if the child *would only listen to them!* Some parents become frustrated or enraged when they find themselves arguing with, screaming at, or

Group Activity:

Introduce yourself mentioning one positive parenting behavior or trait about yourself.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Parents believe that their children will benefit from the lessons they are teaching, even when their lessons don't seem to be reaching the child or teen.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

BEST COPY AVAILABLE

lecturing their youth, over and over, concerning the same old behaviors and issues. For example, a child or teen may know they must complete their chores each week. Yet, the chore is rarely completed without constant parental reminders and nagging. Eventually, the parent(s) finds him or herself angry, frustrated, and feeling very inadequate because the only way the chore is completed is when these types of unpleasant behaviors are used. In these situations, what we see is the parent(s) *focusing on* the problem behavior (not doing the chore) to such an extent that the other reality, namely that the chore does get done, and usually done well is minimized or ignored. Other "chore" behaviors which are positive, such as being careful to not get in another person's way while doing the chore, may also go unnoticed.

Setting Realistic Goals

Parenting training programs usually teach parenting skills for children with the capabilities to respond to parent direction. There are some unique realities for families who parent special needs children and teenagers. Some questions have been presented in Chart A which help workers and foster parents decide whether solution parenting can fit for the children or youth with whom they are working. As we think about foster children, and the changes we hope to achieve, we must consider the questions on this chart. Further, it is important for caseworkers and parents to remember that it often takes a great deal of time and patience to achieve changes with foster children. On the next several pages, we will discuss each of the questions posed in Chart A.

Individual or Group Activity:

Examine Chart A entitled, "Factors Influencing the Parenting Process."

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Although it seems obvious to focus on solutions, parents more commonly focus on problems . . .

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

FACTORS INFLUENCING THE PARENTING PROCESS
Chart A

It is important to assess where foster children are developmentally and consider their current capabilities. The questions posed below are a guide. However, many times we need to consult caseworkers and others to gather enough information to adequately answer any of these questions.

1. Is the child or youth we are parenting capable of performing the task(s) or behavior(s) we are anticipating at an age-appropriate developmental level?

2. Is the child or youth we are parenting physically capable of doing the task(s) or behavior(s) we anticipate?

3. Is the child or youth we are parenting both--intellectually and--emotionally ready to engage in the behavior(s) or task(s) we anticipate?

4. Has the child or youth we are parenting experienced a traumatic event(s) which limits his or her abilities to respond to a parent's support, influence, and direction?

5. Has the child or youth we are parenting been given sufficient instruction to understand and perform the task(s) or behavior(s) we anticipate?

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Is the child or youth we are parenting capable of performing the task(s) or behavior(s) we are anticipating at an age-appropriate developmental level?

We don't expect adult self-control from a child, nor do we expect a child of five, for example, to be able to perform a task requiring the coordination and mental competencies of a teenager. In other words, do the desired tasks or behaviors match the age and development of the child?

BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Is the child or youth we are parenting physically capable of doing the task(s) or behavior(s) we anticipate?

Regardless of a child or youth's developmental level, there is considerable individual variation in physical abilities based on such factors as size, weight, physical disability, and coordination. Parents must assess carefully the physical capabilities of a child, recognizing that a child or youth can get hurt physically doing activities they are not strong enough or coordinated enough to perform.

BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Is the child or youth we are parenting both intellectually and emotionally ready to engage in the behavior(s) or task(s) we anticipate?

There is a great deal of variation in intellectual and emotional competence among normal children, even those in the same age groups. Yet, some children have learning challenges, or suffer from emotional delays which inhibit their daily functioning. For example, some young children have no difficulty communicating among a group of children; others may not feel comfortable expressing themselves. Sometimes children choose to act out with temper tantrums or even with inappropriate hugs when they feel limited cognitively and verbally. Further, some teenagers may be emotionally ready to meet the difficult challenges of peer relations as teens, while others are not.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Has the child or youth we are parenting experienced a traumatic event(s) which limits his or her abilities to respond to a parent's support, influence, and direction?

When a child or youth has been traumatized because of abuse, neglect, or family disaster, his or her daily functioning may be severely reduced. Children need time to move out of the trauma process, before varied remediation techniques are applied. When a child's behavior persists despite positive parenting, it is important to seek help from the caseworker or other professional in the community.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Has the child or youth we are parenting been given sufficient instruction to understand and perform the task(s) or behavior(s) we anticipate?

Last, we must consider whether a child or youth has been shown or taught the skills s/he needs to perform the tasks or behaviors expected. Often, the children and teenagers who enter foster care do not have the social and familial behaviors and skills we expect. We must teach them what we want them to do whether that is making a bed or washing their clothes.

It is important to teach foster children the tasks we expect them to perform. We should not wait until they "mess up," thus demonstrating their incompetence before we teach a skill required in the home. This proactive approach fosters success in foster children.

Changing poor behaviors in a child or youth using solution parenting can take place when we have assured ourselves that the factors in this section have been considered.

BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

ASSUMPTIONS BEHIND
SOLUTION PARENTING
Overhead #3

Solution-focused parents

* study problematic behaviors in their child

* look for what's working for a child

* direct their attention to small changes toward an intended goal

* do not repeat unproductive or ineffective parenting behaviors

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

ASSUMPTIONS BEHIND SOLUTION PARENTING

Lecturette #2

Solution Parenting

Parents who use a solution parenting strategy parent differently. First, they take time to study the poor and problematic behaviors of their child. They look for patterns that are unproductive. Second, they identify what is working for a child. Third, they direct their attention to small changes that a child makes toward an intended goal (for example, doing a specific chore). Fourth, solution parents do *not* repeat parenting behaviors that are unproductive and ineffective (such as interceding in sibling rivalry, yelling, or nagging). Rather than the parent continuing to nag a child who is not doing his/her chores, solution-focused parents do something different. For example, they may decide to offer an incentive such as conditional allowance, or, simply say nothing and allow consequences to occur, and/or creatively celebrate chore accomplishments.

Although it seems obvious to focus on solutions for problematic child behavior, parents more commonly focus on problems created by a child, or youth, than on exceptions or ways the child, or youth, is doing okay, or making progress toward the goal in spite of the problems. When everything is going well, we feel satisfied. We don't need to change anything so we may not think to comment on our satisfaction. Furthermore, when something is not going well we feel distressed and we feel a need to correct the situation. We then begin to watch for the problem situation to happen so we can correct it. Solution parents, however, also watch for when the situation is going well and they appreciate and celebrate it. They bring it into everyone's awareness.

BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

ASSUMPTIONS BEHIND
SOLUTION PARENTING
Overhead #3

Solution-focused parents

* study problematic behaviors in their child

* look for what's working for a child

* direct their attention to small changes toward an intended goal

* do not repeat unproductive or ineffective parenting behaviors

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Assumptions Behind Solution Parenting

Lecturette #2 (Con't)

Solution-focused parenting assists parents in thinking differently and doing something different when solving problems with their children. Solution focused parenting is not merely "cheerleading" on the sidelines, or focusing on the positive. It is a process of investigating what small changes are made toward a goal and how to keep changes happening.

To learn how to become a solution parent, some critical assumptions behind this new approach are presented in Chart B. When we make these assumptions, we are taking for granted that certain facts or behaviors will take place within certain circumstances. The assumptions behind solution parenting assist us in thinking differently and doing things differently when approaching problems with our children and youth. These assumptions also assist foster parents and workers in redirecting their focus from a child's problems to **"what's working" for a child**. These assumptions help foster parents break ineffective cycles of parent-child behaviors and responses.

Individual or Group Activity:

Examine Chart B entitled, "Assumptions of Solution Parenting." Consider how these assumptions fit with the current way you understand your parenting approach.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

ASSUMPTIONS OF SOLUTION PARENTING
CHART B

Solution parenting is based upon seven assumptions that are described below. These assumptions assist parents and caseworkers in redirecting their focus from children's or youth's problem behaviors to new types of parental solutions. Each of these assumptions is discussed more fully in the training manual.

* CHANGE IS INEVITABLE!

* ONLY A SMALL CHANGE IS NECESSARY

* PARENTS AND CHILDREN HAVE THE STRENGTHS AND RESOURCES TO CHANGE

* IF IT WORKS, DON'T FIX IT

* IF IT DOESN'T WORK, DO SOMETHING DIFFERENT

* NO SINGLE PROBLEM HAPPENS ALL OF THE TIME

* THERE ARE MANY WAYS TO LOOK AT A SITUATION-- NONE ARE MORE "CORRECT" THAN OTHERS

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Assumptions Behind Solution Parenting

Lecturette #2 (Con't)

Assumption 1:

Change is inevitable.

Think of a mobile--constantly in motion--the various parts always change in relation to the other parts. No matter how we try to keep a mobile still, the slightest air current sets it in motion. When, for example, a family member leaves, the entire family shifts to a new design. Some family members may add responsibilities to their role; others, may decrease their responsibilities!

Think about any one child in your home now. What changes probably occurred simply because change is inevitable? Some changes occurred naturally just because of physical growth, aging, or changes in external environment. These changes may not have any direct relationship to parenting. There are big changes, for example, for a young person when they are 11 and when they are 12, just one year later! Some changes such as physical maturity take place regardless of our parenting!

Realizing that change is inevitable helps solution-focused parents begin to investigate positive changes, even small changes that are happening--even when those changes are due to the inevitability of a child's growth and development.

Assumption 2:

Only a small change is necessary.

Consider the differences we feel when changes, even small ones, are made in our routines. When we change our clocks at daylight-saving-time, or move from summer to winter schedules, it often takes several weeks to adjust. We are affected by small changes in our lives.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Assumptions Behind Solution Parenting
Lecturette #2 (Con't)

Solution-focused parents believe that small changes build into big changes over time. So, when workers and foster parents look for small ways in which a child or teen is doing something new and different, it may mean, that over time, significant changes will occur.

Assumption 3:

Parents and children have the strengths and resources to change.

Have you ever been surprised when one of your foster children performs a task you had not realized they had the skills to accomplish? For example, one foster parent came home to discover that her ten year old had made oatmeal cookies. When it hit her what the daughter had done, she anxiously expected that the kitchen would be a disaster! She was surprised to find a reasonable mess and delicious cookies! Believing that both parents and children have strengths, skills, and resources, helps solution-focused parents discover new solutions within old "problems."

Most important, we must remember that everyone has strengths! It is our job, in working with children and youth, to find those strengths.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Assumptions Behind Solution Parenting

Lecturette #2 (Con't)

Assumption 4:
If it works, DON'T fix it.

Sometimes parents are tempted to "improve" things to meet an ideal, or conform more closely to "perfection." We may offer "constructive criticism" in order to make something the child is doing even better. We may feel concerned that if we do not take every opportunity to improve our children's behavior, that we are not doing our jobs as parents or foster parents. For example, Linda's and Bob's children usually did their chores as soon as they got home from school. Sometimes the jobs were not done as well as Linda or Bob would have done them and they felt obligated to correct the children. The kids began to balk at doing their chores, since they "couldn't do them right anyway!" Bob and Linda discovered that when they began to compliment the kids on being so prompt and to loosen up a bit on their expectations, the children were even more prompt and more willing to listen to concerns about the way the chores were done. If it works, do more of it, compliment it, notice it, and, don't fix it!

Solution parents try smarter, N - O - T harder.

Assumption 5:
If it doesn't work, do something different.

According to parenting experts Dreikurs and Soltz (1964), "If you do what you've always done, you'll get what you've always gotten." Many times, when faced with an ongoing problem, parents attempt to correct it by applying the same solution with greater and greater effort. Solution-focused parents *"try smarter, not harder."*

BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

The solution to a problem may lie in trying something slightly different. For example, a parent may object to a six-year old child's foul language. If protesting has not worked in the past to correct the foul language, try something different. For instance, help the child make up new "anger" words. And, look in the environment to see where the child learned these words. A key for solution-focused parenting is to investigate behaviors more extensively and to do something different.

Assumption 6:

No single problem happens all the time.

Often we feel stuck with a recurring problem. Yet, many parents have observed that while their 9-year old child may need reminders to do his chores at home, he is quite reliable when working for a neighbor.

There may also be times when a child or youth has had a pretty horrible day! S/he may have gotten in trouble at school or alienated some friends. When s/he came home, however, s/he managed to do the chores required at home. Thus, amidst many problems coming into the youth's life, some good behaviors do happen!

So, we must consider whether some concerns we have as parents are the result of stressful circumstances. We must look for times when things do go right, in ourselves as parents and within our children.

Assumption 7:

There are many ways to look at a situation - none are more "correct" than others.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

This assumption is illustrated by the story of two fathers and two sons. Gunther was happily wheeling little Hugo along the aisles at the grocery store, discussing the merits of various cereals, when suddenly Hugo gave forth a mighty belch. Gunther looked at Hugo in surprise and began to laugh. Before long Gunther and Hugo were engaged in a belching contest which entertained them for the rest of their shopping trip.

Contrast this story with that of Marvin and little Edgar. As Marvin and Edgar strolled along the aisles of the same store, Edgar also belched with great force. Marvin was shocked by this display of bad manners and reminded his son of the proper way to act in such a situation--namely, to excuse himself. Marvin told him that, if he must burp, he should cover his mouth and be as quiet as possible. And, he must say "excuse me."

Which parent do we believe responded "correctly" to the burping? What purpose did each of the parent responses serve for the young child? It is common for parents to search for the "correct" or "right" solution to a child's problem behavior. However, generally there is no single solution which exists for any situation. In some cases, the way someone acts is based upon who is in the room or what level of parenting direction is needed. Actually, over time, young people learn that different ways of behaving are needed based upon different circumstances. And, many different solutions can be effective. If one solution is not effective, we move on to another solution! One of the keys to solution parenting is the ability to avoid getting "stuck" using ineffective ways to change behavior.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

SOLUTION-MAINTAINING CYCLES OF BEHAVIOR

Lecturette #3

Parenting is a thoughtful and planful job. Parents need to take time to plan opportunities which allow for a child's positive behaviors. Yet, most parents learn very quickly that a child's changes are neither entirely predictable, nor easily managed! Figure One shows graphically the challenge for parents who are confronted by a child's problem behavior. We see that right and wrong actions, or behaviors contribute, sometimes independently, to right and wrong consequences! This is definitely not an easy notion for adults to grasp--no less, for children and teens whom we are parenting. For example, at times, the demands of a young toddler's development and the desires of a young tot, combine to create behaviors that have some good aspects and some not so good aspects!

For older children this is true too, yet the issues which older children and teens face are more adult-like. Let's consider the following example. A 13 year-old foster child, Hardy, is working on a paper route to earn money for a high-speed bike. After five months, he is very frustrated. Even though he is clear on his goal, every pay period he finds that he has spent his money within a day or two. Hardy's behavior, in working at a part time job, is a right action, but it still results in a wrong consequence--no money for his bike.

Individual or Group Activity:

Examine Figure One showing the interplay of behaviors and consequences with a problem situation.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

SOLUTION-MAINTAINING
CYCLES OF BEHAVIOR
Overhead #4

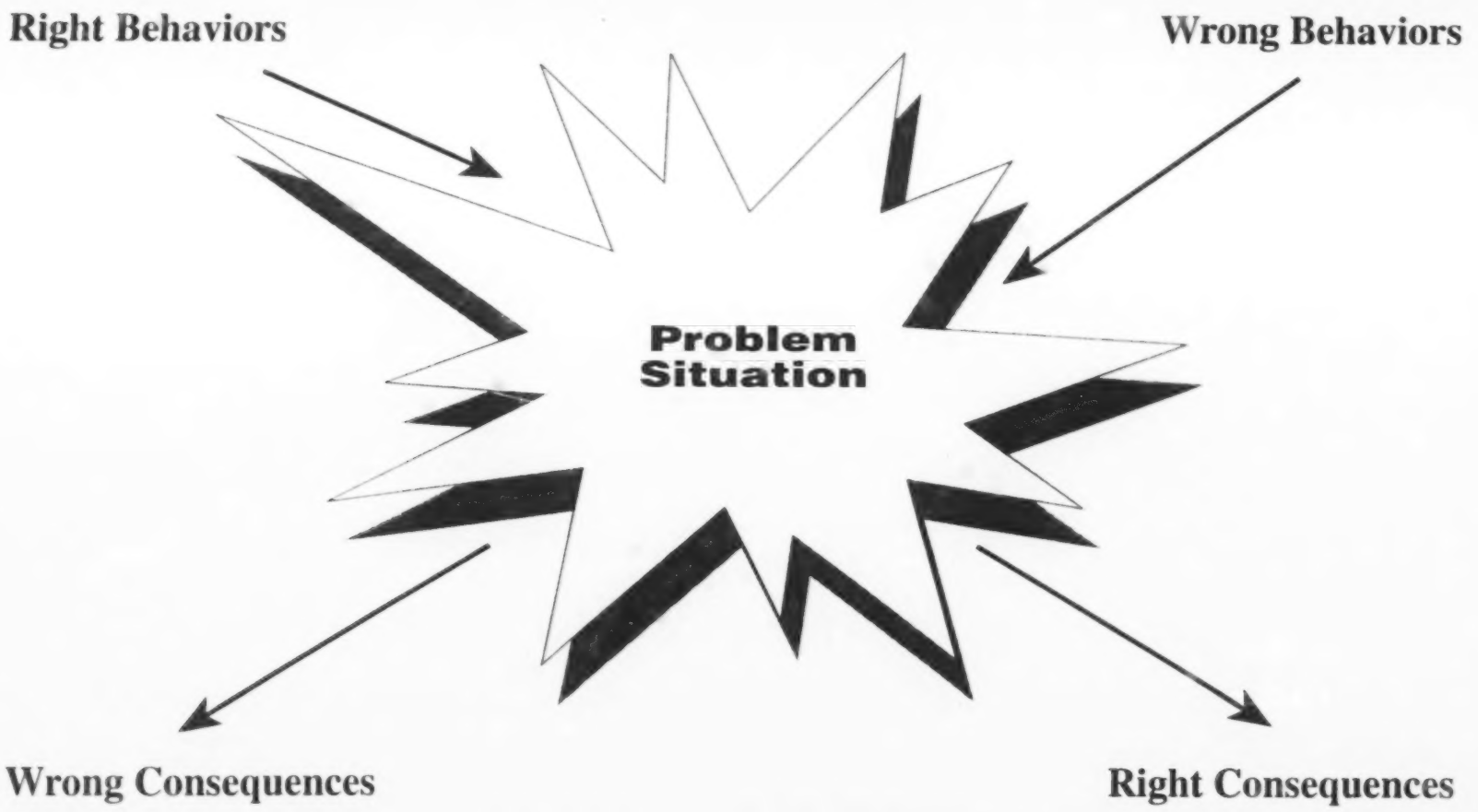
Parents need to take time to plan opportunities which allow for a child's positive behaviors.

BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

SOLUTION PARENTING

Figure One



Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Solution-Maintaining Cycles of Behavior

Lecturette #3 (Con't)

Basis for Solution Parenting

Being a solution parent is easy to understand, but it can be challenging to implement. The most important ingredient for this approach to parenting, however, is for parents to act as they want others to act. Thus, when we promote positive behaviors in our children, we must be willing to employ the same behaviors we ask of our children. For example, if we want our plates put away after dinner, all adults in a home must carry out the positive behavior.

How important is it for parents to recognize the positive behaviors in which their children engage? These positive behaviors play an important part in a child's ability to later self-direct and self-regulate. In addition, the starting and continuation of cycles of positive behavior contribute to a child's positive self -esteem.

Catching Positive Behaviors

Solution parents "catch" their children behaving positively. Solution parenting focuses on the positive behaviors which parents want children to continue. Catching children engaged in positive behaviors gives parents a chance to overtly and clearly compliment these behaviors in order to promote the maintenance of the effective or good behavior.

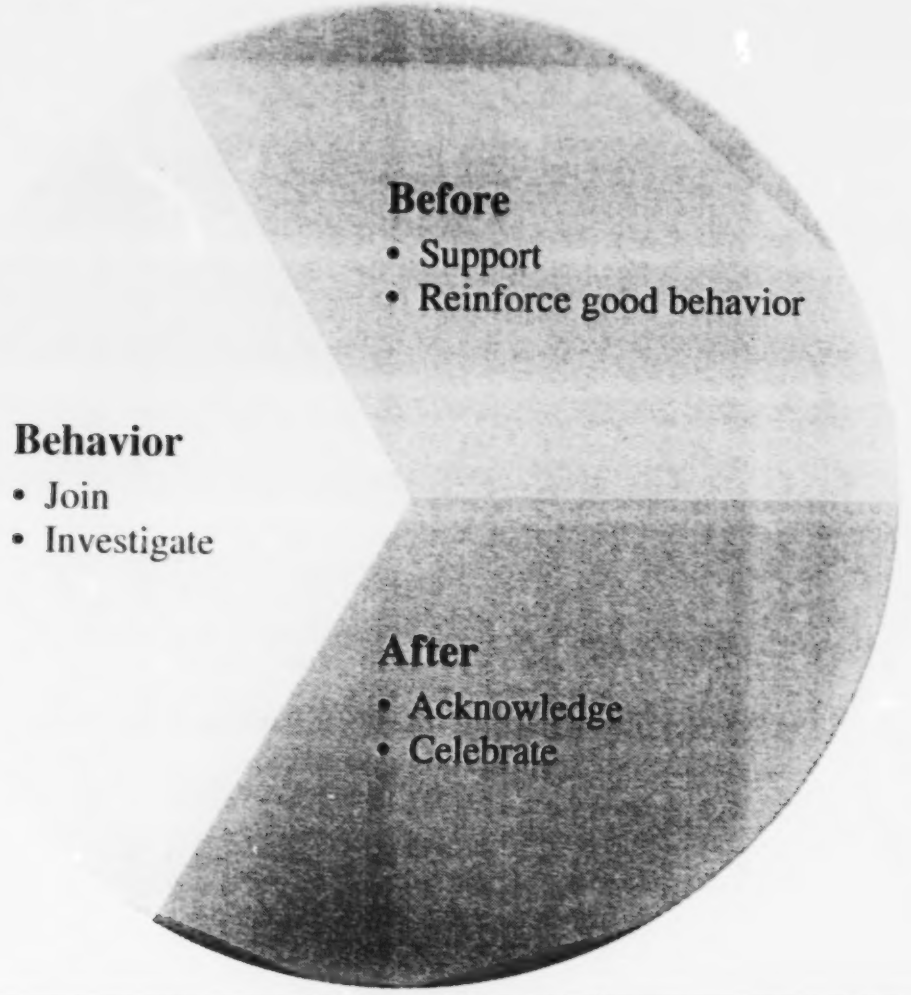
Individual or Group Activity:

Examine Chart C entitled, "Solution Parenting".

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

SOLUTION PARENTING

Chart C



Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

BEST COPY AVAILABLE

Solution-Maintaining Cycles of Behavior

Lecturette #3 (Con't)

On the other hand, experts suggest that it is far more common for parents to "catch" children doing things they do not want them to do! When parents focus on catching positive behavior, we say these parents are solution-focused. When parents watch for negative behaviors, we say they are problem-focused parents.

Chart C illustrates the solution parenting cycle. Looking at solution cycles helps us see how to influence positive behaviors and keep them happening. A critical part of becoming a solution-focused parent is--to identify as many behaviors as you can that you want to sustain and that--you want your children to sustain. Notice that the circle has been divided into three parts, "Before," "Behavior," and "After."

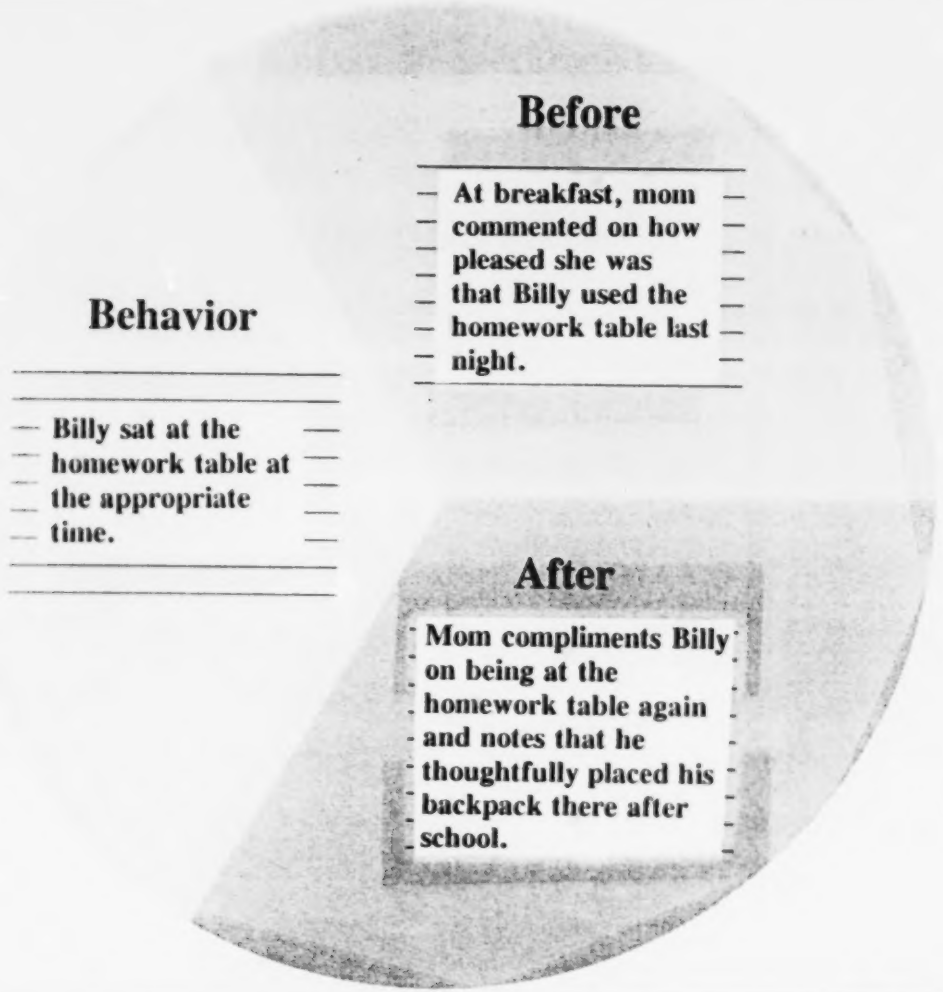
An example of a solution parent interaction is depicted in Chart D. This is a situation where the parents have been frustrated by Billy's lack of follow through on homework assignments. His teacher has told the parents that Billy arrives at school without his completed homework. She said that his usual excuse is that he had "forgotten to do it." The teacher suggested that a routine be established to help Billy. And, the teacher suggested that they set up a place in the home where Billy does his homework, with parent supervision. After discussing with Billy some possible solutions to the problem, they decided that he would do his homework right after dinner in a special place where pencils and paper would always be available. This structure helped Billy even though his natural resistance still emerged when he sat down.

Individual or Group Activity:

Now examine Chart D entitled, "Solution Parenting," and consider what Billy's foster mother should plan for the next day.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

SOLUTION PARENTING
Chart D


Before
At breakfast, mom commented on how pleased she was that Billy used the homework table last night.
Behavior
Billy sat at the homework table at the appropriate time.
After
Mom compliments Billy on being at the homework table again and notes that he thoughtfully placed his backpack there after school.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

In this chart, we see that Billy, who often "forgets" to do his homework, remembered to sit down after dinner and set out his homework. His foster mom had been watching for any changes in Billy, changes as small as just sitting down to do his work, regardless of whether he actually completed it or not. She provided positive feedback earlier in the day when she saw that Billy was putting his backpack in a spot that he could find it at study time. She anticipates changes may occur later by giving this feedback to Billy. Thus, when his foster mom sees Billy sitting down to do his homework, she recognizes that the positive feedback given earlier that day may have contributed to this change in behavior. She had been careful to also comment positively about seeing him at the table at the time upon which they had all agreed.

At first, she did not know whether or not he was actually doing homework, but seeing him sitting in the right place (the homework table) at the right time (after dinner) was closer to the behavior she wanted than what she had seen in the past (running out to play). In this way, she was able to "catch" him engaged in positive behavior. She also identified how she had influenced this positive behavior cycle. It is important for parents to focus on the positive behaviors they want their children to continue.

The second example on Chart E illustrates a positive behavior which has always been positive. Shelly is always on time coming home from school. This parent, however, wanted to make sure he reinforced Shelly's positive behavior so that it would continue. Her father, therefore, engaged in positive "before" and "after" behavior to influence Shelly to continue coming home on time.

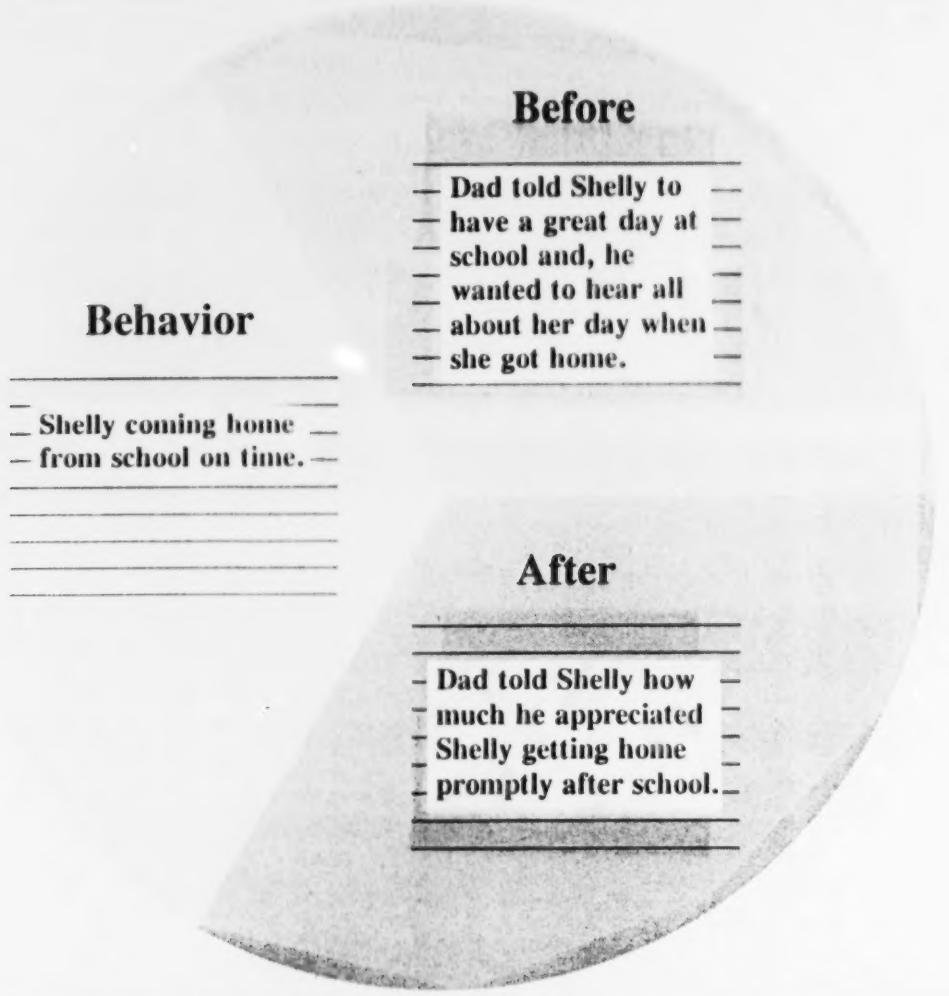
Individual or Group Activity:

Examine Chart E.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

SOLUTION PARENTING

Chart E


Before
Dad told Shelly to have a great day at school and, he wanted to hear all about her day when she got home.
Behavior
Shelly coming home from school on time.
After
Dad told Shelly how much he appreciated Shelly getting home promptly after school.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

BEST COPY AVAILABLE

The "Behavior" space indicates Shelley's positive behavior of arriving home from school on time. The space marked "After" shows the behavior of the parent after the child's positive behavior. Dad told his daughter how much he appreciated her responsible behavior. The "Before" space shows the behavior of the parent prior to the child's positive behavior. He had told Shelley to have a great day at school and that he wanted to hear all about her day when she got home.

Note that the examples in the solution cycles are of actions or things that people do rather than traits or characteristics of people. For example, you may like it when your child is "sweet." The word "sweet" tells us more about the child's temperament or personality than actions the child takes to be sweet. You can tell they are sweet when they offer to make you some tea or throw their arms around you. Making tea and throwing their arms around you are the actions you wish them to continue.

Let's spend a minute or two considering our own competence in identifying positive behaviors. Exercise #1 gives us some opportunity to practice.

Individual or Group Activity:

Proceed to Exercise #1 to practice your ability to identify positive behaviors.

Solution-Focused Language

Solution-focused parenting includes a special language of solutions for parents and children alike. Turn to Chart F which contains examples of encouraging responses for positive behavior. If you find you are having difficulty thinking of questions or comments, you may wish to use the questions and comments provided.

Individual or Group Activity:

Examine Chart F entitled, "Communication Style for Solution Parenting".

Now that we have looked at the solution cycle, we proceed to the problem-maintaining cycle so we can see the difference.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for

FOSTERING FAMILIES

IDENTIFYING THE CHILD'S POSITIVE BEHAVIOR CYCLE

Exercise #1

Examine Charts D & E, "Solution Parenting" which give examples of a positive behavior cycle. Then, using the Solution Parenting Worksheet on the next page, identify a positive behavior that you see happening with one of your foster children.

Step 1: In the wedge labeled "Behavior" write a foster child's behavior which typically is done well. (Please change the name of the child for confidentiality purposes).

Step 2: Think about the things you may have done or said after your child's positive behavior. Write it down in the space marked, "after." To aid in remembering, ask yourself these questions.

1. What did you do to influence the positive behavior to continue happening?

2. What would you have to do in the future for it to continue to happen?

Step 3: Now think about the things you may have done or said before your child's positive behavior. Write it down in the space marked, "before." To help in remembering what you did, ask yourself these questions.

1. Was the child's behavior different from what you might have expected?

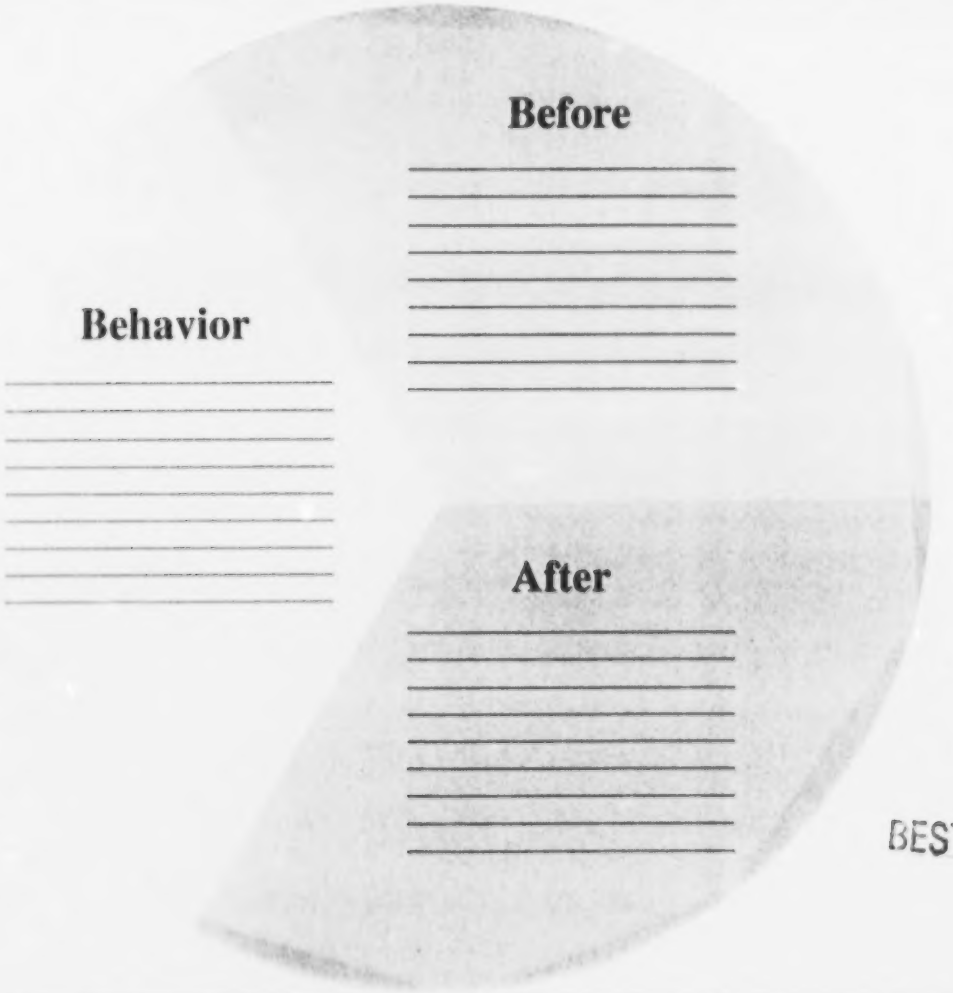
2. How did you influence this behavior? (What did you do differently?)

Step 4: After you have completed your chart, describe your chart to one of your neighbors at the training session. Listen to his or her chart, too.

Step 5: When you have completed this exercise, examine Chart F which offers communication suggestions for the solution parent!

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

SOLUTION PARENTING
Worksheet



BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

COMMUNICATION STYLE FOR SOLUTION PARENTING

Chart F

When you or your child is able to offer a solution in answer to these questions, you may want to celebrate the effort with the responses listed below.

	SOLUTION QUESTIONS	**SOLUTION RESPONSES**
1.	*What has been done in the past that worked?*	**Great!**
2.	*How did you get that to happen?*	**Super! Wow!**
3.	*How do you think you could get that to happen, again?*	**Hey, you're really thinking!**
4.	*Is this behavior new or different for you?*	**Congratulations!**
5.	*How is this behavior different from what you have done in the past?*	**You have really thought about this!**
6.	*Who else noticed it?*	**Great job!**

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

GOING FOR SMALL CHANGES IN SOLUTION PARENTING

Lecturette #4

Remember the mobile we talked about when we said that change is inevitable? The lightest touch or change in air current can set the mobile in motion. Similarly, many times all it takes to create a change in our children's behavior is a small change in our own behavior.

Often when we wish to make changes in our behavior, we believe the changes must be large or complicated and we begin to feel overwhelmed and discouraged. This may account for our desire to change others instead of changing ourselves. It seems so much easier to attempt to "make" someone else do the changing.

Many times, all it takes to create a change in our children's behavior is a small change in our own behavior.

The Problem Behavior Cycle

Often a problem behavior becomes emotionally charged because both the parent(s) and the child or youth lose some of their even-headedness. Though some children may seem to gain pleasure from putting their parents into an emotional frenzy, generally, children are afraid of the emotional unevenness of a parent. Parenting requires an incredible amount of restraint at times! And, parenting always requires parents to stay sane in their parenting process. When parents get enraged, they hurt others and even themselves. Actually, one of the important tasks of a parent is to teach young people how to--recognize their range of emotions and --manage their emotional repertoire--their feelings of joy, sorrow, fear, excitement, etc. We can study problem behaviors through thoughtful investigation.

BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Investigating Problematic Behaviors

Often, we spend very little time actually investigating the behaviors which are problematic for children or teens. One of the benefits of parent training classes is that parents are asked to describe a problem situation to a group of people. Interestingly, in the process of describing the situation or behavior, the person often finds new insights about the situation or gains a new set of questions just from the process of reciting a situation. Chart G presents a series of questions which help us in our investigation of problematic behaviors.

Individual or Group Activity:

Examine Chart G entitled, "Identifying Problematic Behaviors."

Another way to go about this examination is to create a log book to gain an understanding about aspects such as the frequency, intensity, and circumstances surrounding problematic behaviors. From this logging process, insights can lead to possible new solution. Chart H may help in learning about problematic behaviors.

Individual or Group Activity:
Chart H provides a possible model for logging behavior.

Converting a Problem Cycle to a Solution Cycle

Figure 2 illustrates the conversion from a problem cycle to a solution cycle. Let's consider an example. When John has done something wrong, both he and his dad end up escalating from asking questions to shouting obscenities. Recently, John arrived home from delivering newspapers. His father asked him if he collected all the money from his route. Because John felt insulted and hurt, he began yelling and became curt with his father. "Of course, I collected my newspaper money! Do you think I'm incompetent? Or do you want to *borrow it*?" His dad responded angrily calling his son "obnoxious!" Then, he told him to get out of the kitchen.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for

FOSTERING FAMILIES

IDENTIFYING PROBLEMATIC BEHAVIORS

Chart G

When investigating problematic behaviors, we recommend parents answer the following questions:

(1) What is the problematic situation? Describe this as if you are telling a stranger.

(2) Identify what you as a parent do that affects the situation. (Before)

(3) Consider what happens for you and the child after the behavior or situation.

(4) Identify what the child did that was okay.

(5) What value(s) underlies the situation and the way you parent as a response to this situation.

(6) Ask yourself if you are really ready to invest time in the process of fostering the change.

If you have trouble answering these questions, find a friend or family member who will sit down and listen and talk with you.

After you have considered these questions, then sit down with the child or teen and check out your perceptions of what has transpired with those of the child or teen. Many times, there are gaps in perception. Sometimes some laughter occurs because of the varied perceptions. This is a very helpful exercise yet also vital to fostering a change in the parenting process.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

STUDYING PROBLEM CYCLES
Chart H

We can study problem behaviors through thoughtful investigation. One way to go about this examination is to create a log book to gain an understanding about aspects such as the frequency, intensity, and circumstances surrounding problematic behaviors. From this logging process, insights can lead to possible new solutions.

Name of Child _____

Date	Time	Problematic Behavior	Location[1]	Circumstances[2]
___	___	_____	_____	_____
___	___	_____	_____	_____
___	___	_____	_____	_____
___	___	_____	_____	_____
___	___	_____	_____	_____
___	___	_____	_____	_____
___	___	_____	_____	_____
___	___	_____	_____	_____

[1]Consider such notations as whether this occurs at home or in a certain part of the house, at the store, at a neighbors, or in the car, for example.

[2]Consider noting what other children or adults are around, whether the behavior occurs more forcefully in stressful circumstances, and any other specifics which help understand the role the behavior plays for the child's sense of self-preservation or self-expression. Further, consider your own role in the process. For example, where are you at the time of the problematic behavior. What did you say either before or just after the behavior? Check to see if there is a cycle involving you and the child.

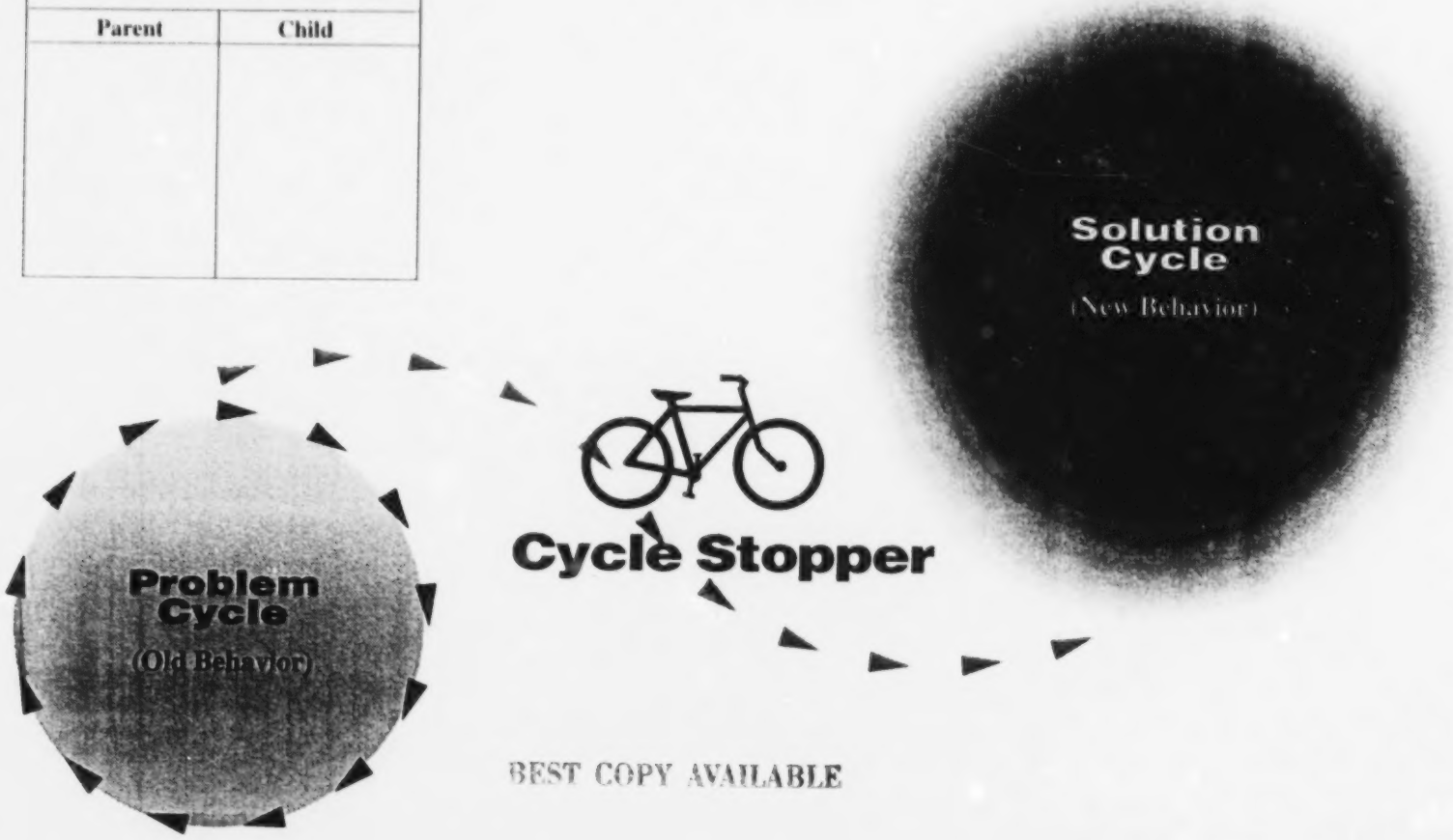
Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

SOLUTION PARENTING: CONVERTING THE PROBLEM CYCLE

Figure 2

Strengths & Resources	
Parent	Child



BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

62

Going for Small Changes In Solution Parenting

Lecturette #4 (Con't)

In the previous section of this manual, Billy's mom was concerned about Billy's failure to remember to do his homework. Recognizing that she had been focusing on his failure (the problem) rather than his success (any small change or movement toward the goal), she began to look for times when the problem was not happening. In other words, she tried to "catch" him being engaged in anything close to doing homework.

First, she and Billy's dad assured themselves that Billy knew how to be organized about doing his homework. He could meet the demands of the task developmentally. They discussed the issue together with Billy. In that discussion, they decided on a special place for Billy to do his homework; they set a special time for homework, and they discussed the materials he would need.

Further, they decided it would be helpful for Billy if mom and dad were doing "homework" too, such as paying bills, reading, etc.

Then they began to watch for times when they could catch Billy meeting their agreements. To sustain their process, they continued looking for "what worked." When Billy's mom first saw him sitting at the homework table after dinner, he did not appear to be doing his work. Her first inclination was to focus on the problem by asking, in exasperation, why he was just sitting there not doing his homework. Instead, she told him that she appreciated his good memory in sitting at the homework table at the agreed upon time (focusing on what worked).

Individual or Group Activity:

Cycle stoppers can be manifested in any number of ways. Chart I presents some key ways to change problem cycles.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Going for Small Changes In Solution Parenting

Lecturette #4 (Concl)

Billy's mom and dad made several small changes, not only by using a central area for the homework table and the specific homework time, but they also made changes in their behaviors. They brought out some of their paperwork and began focusing on their tasks.

If we look back at Figure 2, we see the circles representing a problem cycle and a solution cycle. The "cycle stopper" arrow illustrates the way we can get from the problem cycle to the solution cycle. The boxes, in the upper left side, provide opportunities to include both the strengths and resources we have as the parents as well as those of the child. This chart shows how we can choose to break the cycle, at any point, with use of our strength and resources, with new responses, creating new opportunities to get to the solution cycle.

Individual or Group Activity:

Go to Exercise #2 entitled, "Cycle Stoppers".

BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

CYCLE STOPPERS

Chart I

Cycle stoppers interrupt the behaviors which have become expected behavioral responses for all people involved. Cycle stoppers force people to respond differently because the familiar pattern is not available to work within. For example, when the way a game is played changes, then everyone has to employ different actions or behaviors. Cycle stoppers include the following:

1) making a small change in our parenting and personal behavior that evokes a new response from the child or youth,

2) changing the environment or the way we use the environment so that the behavior cannot repeat itself, such as a family homework setting,

3) changing our own expectations and thus the emotional investment we have in the need for the behavior,

4) asking for help from other family members so we can foster new or modified ways of responding to the difficult behavior,

5) asking for help from the child or youth,

6) using a response pattern that is positive about the smallest movement, thus fostering a stronger sense of positive self-esteem,

7) giving ourselves as parents positive feedback about our changes, helping others recognize our efforts to change and do things more positively.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Cycle Stoppers
Exercise #2

Instructions: Read the vignette below. Use the following worksheet entitled, "Converting the Problem Cycle" and fill in possible cycle stoppers for the situation below.

Carol and Roger have been challenged by Brian, their 9 year old foster child, who is a bully much of the time. Brian has been in and out of foster care over the last three years because of his father's inability to manage the parenting as a single father. Because Brian's father has a tendency to be neglectful, Brian is quite a "little adult". He keeps up his home, shops and prepares the family meals.

Since his arrival at the foster home four months ago, Brian has been in trouble at school because of his bullying behavior. At home, he is often mean to Sandy, one of the younger foster children in the home. Carol and Roger have discussed this problem with Brian and his teacher, because Brian has gotten into trouble at recess. Something different is needed!

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

BEST COPY AVAILABLE

SOLUTION PARENTING
Worksheet

Strengths & Resources	
Parent	**Child**
Talked to school Good listener	Able to care for self

Possible Cycle Stoppers

Option 1
Option 2
Option 3

Problem Cycle

Brian is a bully at school.

Solution Cycle

Brian plays with a neighbor friend for 1 hour on Saturday without fighting.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

IF IT WORKS, DON'T FIX IT!

Lecturette #5

At times, things are working pretty well with a child's behavior. This is worrisome to some parents. The parent adage goes something like this, "I should be continually changing and improving my child so s/he is even better! Let me examine how s/he does things, and I will find things that s/he could do better!"

Here's an example. One mother learned in a parenting class that children's rooms should be their own territory, and parents should not insist on neatness or on their having the beds made. However, according to family rules, the children previously made their beds without reminders. They had also kept their rooms tidy. Based on her new information, she told her children they might do as they wished in their own bedrooms. As a result, the rooms became messy and the beds were never made!

While it may be important for children to "have their own space," it makes no sense to change existing habits that are working well! There is nothing wrong with the decision to allow children to keep their room as they wish; on the other hand, there was nothing wrong with what they were already doing. This parent didn't have a problem!

Sometimes, in our desire to parent in the very best ways we can, we may find ourselves either attempting to "fix" something that is not a problem, or failing to recognize solutions which already exist. So, solution parents know that "If it works, do more of it, compliment it, notice it, and, don't fix it!"

Individual or Group Activity:

Do Exercise #3 in groups of two or individually.

BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

If It Works, Don't Fix It!

Lecturette #5 (Concl)

Let's look at another example. Pedro and Juliana have been enjoying a close relationship with their 14-year old foster daughter Elsa. She will be remaining with them until her emancipation.

Pedro and Juliana met in high school themselves. They believe that adolescence is a time of rebellion, since their own teen years were quite wild and rebellious! Because of their history, they have become increasingly worried that Elsa will draw away from them, giving them up in search of a rebellious adolescent lifestyle.

In an attempt to parent Elsa "away from this terrible fate," Pedro and Juliana question Elsa more and more. They believe that by doing this they can ensure open communication with her and then she will not be as interested in rebelling. Elsa though, is becoming more and more secretive and sometimes a bit sneaky. She no longer seems bubbly and affectionate.

Unwittingly, Pedro and Juliana are contributing to the very situation they dread. Their attempts to "fix" the feared adolescent rebellion have led them to a difficult situation. Elsa felt that her parents no longer trusted her. She felt a need to protect her privacy. Her parents' pressure actually pushed her into silence.

Their attempted "solution" addressed a problem that never existed! This is an important lesson for all of us as parents.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

IF IT WORKS . . . !

Exercise #3

Complete the questions below. Tell the large group some of your responses to the questions below.

1. Identify 3 positive behaviors about a foster child that work in his/her daily functioning?

   _____

   _____

   _____

2. Identify at least 3 things you as a parent do that support or promote the positive behaviors of this foster child.

   _____

   _____

   _____

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

CREATING CHANGE THROUGH SOLUTION PARENTING
Exercise #4

Building from Exercise #3 where we identified positive behaviors in a specific foster child, complete the steps identified below for any foster child in your home.

Step One: List below one problem behavior you are experiencing with a foster child.

_____

_____

Step Two: What new behavior and solution cycle do you hope to see happen?

_____

_____

_____

Step Three: How will any of the foster child's strengths and positive behaviors impact the situation?

_____

_____

_____

BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

Creating Change Through Solution Parenting
Exercise #4

Step Four: List at least 3 things that you as a foster parent will do to influence this situation. Consider using any positive parenting aspects identified in this training.

_____

_____

_____

Step Five: Consider at least 5 different cycle stoppers that will contribute to resolving the problem situation identified above.

_____

_____

_____

_____

_____

Step Six: When you have completed steps 1 - 5, tell another person in the training session about this exercise.

Step Seven: As a full training group, discuss what you have learned about solution parenting.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

appropriate, etc., the parent can begin by making a list of all the things s/he, as the parent, can do differently that might contribute to the change being achieved or desired. Second, the parent can select the most appropriate steps. These then become the "rungs of the ladder."

Sometimes the goals we set for ourselves might seem difficult to manage because they are too large or too vague. Robert and Janice observed that Jordon, their nine year old son, spent many hours a day in his room alone. They also felt he had average abilities, but his grades were low. It seemed to Robert and Janice that their son lacked the confidence he needed to be successful as a student and with peers.

Believing that Jordon's low self-esteem was the problem requiring change, they set a goal of improving and strengthening Jordon's self-esteem. When they tried to think of a first step they realized they weren't sure what to do.

To move to their goal in manageable steps, they asked themselves the following questions:

1. How will we know when Jordon has improved?

2. How will other people recognize the improvement?

3. What would it look like if Jordon were showing high self-esteem?

4. What kinds of things would we be doing?

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Both Janice and Robert realized that one important clue to Jordon's improvement in self-esteem would be if--he were more willing to play with friends instead of staying up in his room or--playing video games. They decided other people would recognize Jordon's changes if they were to see Jordon out playing with other children, even animated in his contact with children, or inviting friends over to the house to play.

When Robert and Janice thought about what self-esteem would "look like" on Jordon, they imagined he might talk to them more often and be less grumpy when they talked with him.

In considering the kinds of things they, as parents, would be doing to promote their son's self-esteem, they decided they would be spending more time with Jordon, providing opportunities for Jordon to do things with children with them, until he felt more confident to initiate activities himself with friends. They saw that they would need to provide a great deal of encouragement to Jordon, and, even help him decide about possible activities which might be good for Jordan and his friends.

Making Changes "Stick"

Sometimes when parents' efforts have met with success, they feel they've accomplished their goal and can go back to their old ways of parenting. Once progress has been made towards the goal it is important to continue to focus on solutions and positive attitudes to keep those changes happening.

BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Creating Manageable Goals and Making Changes Stick

Lecturette #6 (Concl)

There are at least three options.

First, celebrate! Be generous with compliments and pats on the back for yourself and for your children. Share successes with your friends and family. Invite them to help you and your foster child celebrate.

Second, take time to investigate the problem and the solution, and understand how the cycle works. Decide if the achievement can be maintained with the types of before behaviors established, and the after behaviors as well.

Third, look at how your parenting has changed. Decide how solid your change has become. The tendency to go back to our old parenting style happens when we get a bit too comfortable, or lazy. Our parenting style is often based on years of "past history" including the years when we watched our parents raise us. Parenting patterns have developed over years and are usually deeply ingrained.

Changing our patterns, behaviors, and even our role in parenting, takes discipline, focus, some creativity, time, and practice for new methods to become a "natural" part of the new daily parenting.

Individual or Group Activity:

Refer to Chart J, "A Solution Parent . . . Key Points."

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

A SOLUTION PARENT . . .
KEY POINTS
Chart J

A Solution Parent . . .

1. Continually assesses the strengths of the child(ren) in their family and identifies their own strengths.

2. Recognizes challenges and behavioral problems in child(ren)'s daily functioning.

3. Creates solutions by...

   * identifying problematic cycles
   * using cycle stoppers, when possible
   * creating small, manageable change activities
   * using the positive behaviors and strengths of the child(ren)
   * using the parent's own strengths and talents.

4. Recognizes and celebrates behavioral changes and achievements.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

SUGGESTED RESOURCES

Many books are available from the public library that offer information about parenting. Other resources listed identify articles and books used in the development of this module.

de Shazer, S. (1988) Clues: Investigating solutions in brief therapy. New York: Norton. de Shazer's books, written for therapists, are more difficult reading but explain the basic components of solution focused therapy and thought.

Dinkmeyer, D. & Losoncy, L. (1980). The encouragement book: Becoming a positive person. Englewood Cliffs, NJ: Prentice-Hall. This book provides an excellent resource on becoming both positively encouraged and encouraging.

Dinkmeyer, D. & McKay, G. (1990). Systematic training for effective parenting: The parents handbook. Circle Pines, MN: American Guidance Service. The STEP books are designed for parents in discussion groups, but are well written and easy to follow. They promote a philosophy of democratic parenting through understanding of children's behavior and development, self-esteem building, communication techniques, and discipline using natural and logical consequences.

O'Hanlon, W. & Weiner-Davis, M. (1989). In Search of Solutions: A New Direction in Psychotherapy. New York: W.W. Norton & Company. Designed for use by therapists, but interesting and clearly written.

Selekman, M. (1991). The solution-oriented parenting group: A treatment alternative that works. Journal of Strategic and Systemic Therapies, 10 (1), 36-49. Journal article written for therapists but clearly explains concepts of solution parenting.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Weiner-Davis, M. (1991). Divorce Busting. New York: Simon & Schuster. Although this book doesn't deal with parenting, it carefully outlines the concepts of solution focused therapy and applies them to couples who are struggling with relationship issues.

Zimmerman, T. & Protinsky, H. (1990). Strategic parenting: The tactics of changing children's behavior. Journal of Strategic and Systemic Therapy, 9 (4), 6-13. This is a journal article for therapists. It is clearly written, however, and describes an educational approach which empowers parents to think systemically, develop creative parenting strategies, and implement humor in their relationships with their children.

Zukow, B. & Ryan, M. (1992). Parent power: Preserving your identity through realistic parenting. Falls Village, CT: Bramble. Written by a pediatrician, this book helps parents to gain a realistic sense of what they can expect of themselves as parents and how to do it.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

BEST COPY AVAILABLE

REFERENCES USED IN DEVELOPING THIS TRAINING

de Shazer, S. (1985). Keys to solutions in brief therapy. New York: Norton.

de Shazer, S. (1988) Clues: Investigating solutions in brief therapy. New York: Norton.

Dinkmeyer, D. & McKay, G. (1990). Systematic training for effective parenting: Parenting teenagers. Circle Pines, MN: American Guidance Services.

Dinkmeyer, D. & McKay, G. (1990). Systematic training for effective parenting: The parents handbook. Circle Pines, MN: American Guidance Service.

Dreikurs, R. & Soltz, V., (1964). Children: The challenge. New York: Hawthorn.

Selekman, M. (1991). The solution-oriented parenting group: A treatment alternative that works. Journal of Strategic and Systemic Therapies, 10 (1), 36-49.

Weiner-Davis, M. (1991). Divorce Busting. New York: Simon & Schuster.

Zimmerman, T. & Protinsky, H. (1990). Strategic parenting: The tactics of changing children's behavior. Journal of Strategic and Systemic Therapy, 9 (4), 6-13.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

FOSTERING FAMILIES

Colorado State University Solution

Name: _____ Social Security #: _____

Address: _____ Phone: _____

_____

(city) (state) (zip)

I. Application for Partial University Credit

Grading: Pass/Fail

The Social Work Department at Colorado State University will grant university credit for each six different modules of training completed. Applications for credit must be made at the Time of Each Module Training ONLY. All work carried out in the modules must meet general academic standards of Colorado State. Written materials must be submitted and receive satisfactory grading for credit to be awarded. These applications will be held until the applicant completes his/her sixth module training. At this point, s/he will be able to formally register through the Division of Continuing Education for 1 credit hour at the current tuition rate set by the University.

_____ Yes, I wish to apply for University credit.

II. Application for Continuing Education Units (CEU's)

Colorado State University, Division of Continuing Education, will grant Continuing Education Units (CEU's) for successful completion of this training session at a cost of $18.00. If you wish to apply for these units, complete the above information, attach a check made payable to CSU, and return this application to the trainer.

_____ Yes, I wish to apply for Continuing Education Units (CEU's) today.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

SOLUTION PARENTING
EVALUATION BY PARTICIPANTS

The following items are designed to assess your satisfaction with the training as well as the effectiveness of the training design and materials. Please use the following scale and circle your response.

1 - not well addressed in the training
2 - not as adequately addressed as necessary
3 - adequate; given sufficient attention
4 - well addressed in the training
5 - very well addressed in the training

		Not Well Addressed				Very Well Addressed
1.	To teach foster parents and caseworkers how to identify small positive behavioral changes as a part of a parenting process with the children or youth in out-of-home placements	1	2	3	4	5
2.	To give foster parents and workers a solution-focused technique to help them identify and use pre-existing interpersonal strengths and resources of their own as well as those of their children or youth	1	2	3	4	5
3.	To identify problem-maintaining cycles of behavior and solution-maintaining cycles of behavior	1	2	3	4	5

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

83 BEST COPY AVAILABLE